

Enhancing Learning

DEEP Lessons about Effective Educational Practice and Student Success

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Three Short Stories



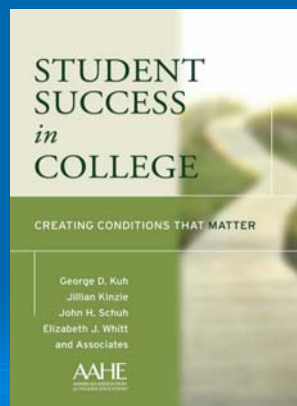
- ❖ What about these schools do you find attractive?
- ❖ What policies, programs and practices are similar to what you school offers? What are dissimilar? Why?
- ❖ What aspects of these institutions could be adapted to your setting to enhance student success?

Three Short Stories

1. University of Texas at El Paso
2. University of Michigan
3. Wofford College

What We Learned from Project DEEP

Jossey-Bass
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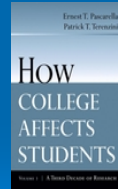
Student Success in College

- Are you satisfied with your institution's graduation rates?
- To what extent does your institution challenge and support students and foster their learning and personal development?
- How do you know?
- What might you do differently to improve student learning and persistence on your campus?

Challenges for Student Affairs

- Documenting our contributions to student learning
- Creating enriching opportunities aligned with educational mission and desired outcomes
- Partnering with campus and community constituents
- Getting *more* students to engage more frequently in the activities that *matter to their success*

What *Really* Matters in College: Student Engagement



*Because individual effort and involvement are the critical determinants of college impact, institutions should focus on the ways they can shape their academic, interpersonal, and extracurricular offerings to encourage **student engagement**.*

Pascarella & Terenzini, *How College Affects Students*, 2005, p. 602

What *Really* Matters in College: Student Engagement



*The greatest impact appears to stem from students' **total level** of campus engagement, particularly when academic, interpersonal, and extracurricular involvements are **mutually reinforcing**...*

Pascarella & Terenzini, *How College Affects Students*, 2005, p. 647

Lessons From the Research

- What matters most is what students do, not who they are
- A key factor is the quality of effort students expend
- Educationally effective institutions channel student energy toward the right activities

Principles for Good Practice in Undergraduate Education

(Chickering & Gamson, 1987; Pascarella & Terenzini, 2005)

- Student-faculty contact
- Active learning
- Prompt feedback
- Time on task
- High expectations
- Respect for diverse learning styles
- Cooperation among students



National Survey of Student Engagement (pronounced "nessie")



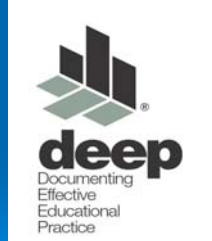
Community College Survey of Student Engagement (pronounced "sessie")



College student surveys that assess the extent to which students engage in educational practices associated with high levels of learning and development

Project DEEP

To discover, document, and describe what high performing institutions do to achieve their notable level of effectiveness.



DEEP Guiding Questions:

- What do strong-performing colleges and universities do to promote student success?
- What campus features -- policies, programs, and practices -- are related to higher-than-predicted graduation rates and student engagement?

Project DEEP Partners



DEEP Selection Criteria

Controlling for student and institutional characteristics (i.e., selectivity, diversity, institutional type), DEEP schools have:

- Higher-than-predicted graduation rates
- Higher-than-predicted NSSE scores

Region and institutional type, special mission



Project DEEP Schools

Doctoral Extensives

University of Kansas
University of Michigan

Doctoral Intensives

George Mason University
Miami University (Ohio)
University of Texas El Paso

Master's Granting

Fayetteville State University
Gonzaga University
Longwood University

Liberal Arts

California State, Monterey Bay
Macalester College
Sweet Briar College
The Evergreen State College
Sewanee: University of the South
Ursinus College
Wabash College
Wheaton College (MA)
Wofford College

Baccalaureate General

Alverno College
University of Maine at Farmington
Winston-Salem State University

Research Approach

- **Case study method**
 - Team of 24 researchers review institutional documents and conduct multiple-day site visits
 - Observe individuals, classes, group meetings, activities, events
 - 2,700+ people, 60 classes, 30 events,
 - Discover and describe effective practices and programs, campus culture
- Roundtables conducted by AAHE to explore uses of NSSE data for improvement of student learning

NSSE Clusters of Effective Educational Practices



Six Shared Conditions

1. “Living” Mission and “Lived” Educational Philosophy
2. Unshakeable Focus on Student Learning
3. Environments Adapted for Educational Enrichment
4. Clearly Marked Pathways to Student Success
5. Improvement-Oriented Ethos
6. Shared Responsibility for Educational Quality

Worth Noting

- *Many roads to an engaging institution*
 - ❖ No one best model
 - ❖ Different combinations of complementary, interactive, synergistic conditions
 - ❖ *Anything worth doing is worth doing well at scale*



Ponder This

- Which of these practices are adaptable to your institution?
- Which practices are bounded by institutional size or mission?
- What policies and practices at your campus promote high levels of student engagement?
- What areas need attention on your campus? What might you do about it?

Lessons from Project DEEP

1. “Living” Mission and “Lived” Educational Philosophy
 - ❖ Some deviate little from original mission; others have new missions and expanded educational purposes.
 - ❖ Missions, values, and aspirations are transparent and understandable.
 - ❖ Widespread understanding and endorsement of educational purposes.

Mission and Culture

CSUMB is a public liberal arts institution with a distinctive curriculum and outcomes-based education model. Its “Vision Statement” is the driving force behind all decisions and actions taken at the institution.

Mission and Culture

Macalester College students, faculty and staff understand and articulate the College's core values of academic excellence, service, multiculturalism, and internationalism. These values are enacted in the curriculum and co-curriculum.

1. *"Living" Mission and "Lived" Educational Philosophy*

- ❖ Operating philosophy focuses on students and their success.
- ❖ Institutional values really *do* guide many important policy and operation decisions.
- ❖ Complementary policies and practices tailored to the school's mission and students' needs and abilities.

Living the Mission

"Sea change" at KU to emphasize undergraduate instruction

1. Experienced instructors teach lower division and introductory courses
2. "Graduate in Four" advising program
3. Course enrollments kept low in many undergraduate courses; 80% have 30 or fewer students; 93% 50 or fewer students.

2. *Unshakeable Focus on Student Learning*

- ❖ Student learning and personal development are high priorities.
- ❖ Bent toward engaging pedagogies
- ❖ "Cool passion" for talent development (students, faculty, staff)
- ❖ Making time for students
- ❖ Accommodate students' preferred learning styles

2. *Unshakeable Focus on Student Learning*

- ❖ Recruit and reward faculty and staff committed to pedagogical experimentation
- ❖ Faculty and administrators challenge students with high standards
- ❖ "Work with the students we have," in contrast to focusing only on the best and the brightest

Reinforce academic engagement outside the classroom

Ursinus College's Common Intellectual Experience (CIE) is a two-semester course for first-year students. Common readings and "Uncommon Hour" give students a shared intellectual experience outside the classroom that complements class activities.

Reinforce academic engagement outside the classroom

Fayetteville State academic departments sponsor academic clubs with faculty advisors. College of Education sponsors 10 student organizations that connect classroom content with co-curricular experiences. Some organizations provide tutoring services.

Reinforce academic engagement outside the classroom

CSUMB requires all students to complete a lower and upper-level service learning experience

Community celebrations of scholarship

No classes are held on UMF's "Spring Symposium" day so that students, faculty, and can share and learn about one another's research, artistic, intellectual, co-curricular, and other creative projects.

Cross-cultural experiences

Alverno and George Mason intentionally craft shorter study abroad experiences that meet the needs of their large non-traditional population. Similarly, Kansas and UMF arrange class-based trips that are more accessible to their first generation students

3. *Environments Adapted for Educational Enrichment*

- ❖ DEEP schools make wherever they are "a good place for a college!"
- ❖ Connected to the local community in mutually beneficial, educationally purposeful ways.
- ❖ Buildings, classrooms, and other physical structures are adapted to "human scale."
- ❖ Psychological size fosters engagement with peers, faculty and staff.
- ❖ "Place conscious."

Connecting campus and community

Macalester College's "Into the Streets" event is part of the required first-year seminar, taking students into local neighborhoods to do community service. Half of all students participate in internships; 90% do a senior capstone project.

Physical space promotes collaboration

Wofford's Milliken Building -- its science center -- was intentionally designed with plenty of "fishbowls" and other areas for group work space. "Homework lounges," adjacent to faculty offices, also promote interactive learning.

GMU Digital Environments: Technology enriched learning

- ✓ Internet access in all dorm rooms
- ✓ Staffed, open-access computer labs
- ✓ State-of-the-art electronic classrooms
- ✓ On-line mentoring and advising.
- ✓ Technology Across the Curriculum initiative:
 - 100+ courses redesigned affecting 12,000 students.
- ✓ STAR (Student Technology Assistance and Resource) Center serves both students and faculty.

4. Clearly Marked Pathways to Student Success

- ❖ Make plain to students the resources and services available to help them succeed.
- ❖ Some guideposts tied directly to the academic program; others related to student and campus culture.
- ❖ Institutional publications accurately describe what students experience.

Socialization to academic expectations

Wofford first-year students read a common novel and write a short essay connecting it to their own lives. The eight best essays are published and distributed to all new students, creating the first class celebrities.

Intentional acculturation

Miami's First Year Experience (FYE) brings coherence to the first-year by linking: (1) Miami Plan Foundation courses taught by full-time faculty; (2) optional first-year seminars; (3) community living options that emphasize leadership and service; and (4) cultural, intellectual, and arts events.

Intentional acculturation

Rituals and traditions connect students to each other and the institution

KU's "Traditions Night." 3,000+ students gather in the football stadium to rehearse the Rock Chalk Chant, learn "I'm a Jayhawk", and hear stories intended to instill students' commitment to graduation



Intentional acculturation

At Longwood, peer mentors -- "students helping other students" -- are catalysts to promote student achievement and learning and introduce students' to volunteer and other educational opportunities through the Longwood Seminar, residence halls leadership roles, and the strong co-curricular program.

4. *Clearly Marked Pathways to Student Success*

- ❖ Efforts tailored to student needs.
- ❖ Mutually reinforcing student expectations and behavior, institutional expectations, and institutional reward systems.
- ❖ Redundant early warning systems and safety nets

Redundant early warning systems

FSU's Early Alert program enables faculty to contact first-year student mentors and University College to alert them about students experiencing difficulty during the first two weeks of the semester. Mentors contact students to advise and refer as appropriate.

Redundant early warning systems: "Tag Teaming"

- Wheaton first-year student advising team includes faculty, student preceptors, librarians and administrative staff.
- At Ursinus, Miami, and Wheaton representatives from both academic affairs and student affairs serve as academic advisors.

5. *Improvement oriented ethos*

- ❖ Positive restlessness
- ❖ Self-correcting orientation
- ❖ Continually question, "are we performing as well as we can?"
- ❖ Confident, responsive, but never quite satisfied...
- ❖ "We know who we are and what we aspire to."

Self-correcting orientation

- FSU Chancellor concerned about first-to-second year retention rates
- Chancellor launches Freshman Year Initiative
- Vision of holistic student development engaged all FSU community members
- Expanded facilities to support students

6. *Shared responsibility for educational quality*

- ❖ Leaders articulate and use core operating principles in decision making
- ❖ Supportive educators are everywhere
- ❖ Student and academic affairs collaboration
- ❖ Student ownership
- ❖ A caring, supportive community

Organized Learning Support

POSSE (Pathways to Student Success and Excellence) students at U of Michigan are assigned to a counselor and learn the importance of faculty office hours, study tips and how to connect to tutoring services.

"POSSE taught me how to survive the University of Michigan."

Organized Learning Support

At CSUMB:

- Library Staff assists Capstone students to further develop their research questions and archive of Capstone projects
- Senior research projects celebrated at Capstone Conferences (Dec., May)
- Describe under-served students as "vision students," underscoring their importance at the institution

Ample applied learning opportunities

University of Maine at Farmington's (UMF) Student Work Initiative employs students in meaningful work in student services, laboratories, and field-research*. Such experiences provide opportunities to apply what they are learning to practical, real-life situations.

**more than 50% of UMF students work on campus*

Ample applied learning opportunities

All University of Kansas committees are required to have 20% student representation, including search and screen committees. Therefore, new faculty recruits interact with students from the start.

Ample applied learning opportunities

"Service is integrated into our lives here."

Gonzaga's Center for Community Action and Service Learning matches students with local agencies needing assistance. Service ethic is enacted in residence halls, co-curricular programming, and in Social Justice "SJ" designated courses.

The Power of One

Every DEEP school has people who add a special dimension to the student experience. They make people around them better as they routinely energize all with whom they interact – students, faculty, staff and others.

"Miss Rita" at Wofford College

Conclusions

- *No blueprint for success*
- *Institutions charted own course, experimenting with home-grown ideas and adapting promising practices discovered at other institutions*
- *Complementary, synergistic conditions promote student learning*
- *Effective educational practices are "sticky"*

1. Lay out the path to student success

- a. *Draw a map for student success*
- b. *Front load resources to smooth the transition*
- c. *Teach newcomers about the campus culture*
- d. *Create a sense of "specialness"*
- e. *Emphasize student initiative*
- f. *If something works, consider requiring it*
- g. *Focus on underengaged students*

2. Attract, socialize and reward competent people

- a. *Pick institutional leaders who are right for the times, campus culture, and institutional trajectory*
- b. *Recruit faculty and staff committed to student learning*
- c. *Emphasize student centeredness in faculty and staff orientation*
- d. *Make room for differences*
- e. *Reward and support competent staff to insure high quality student support services*

Difference Makers

Staff members

Student success is the product of thousands of small gestures extended on a daily basis by caring, supportive educators sprinkled throughout the institution who enact a talent development philosophy.

Difference Makers

Senior student affairs officers

Student affairs professionals must be competent, committed to, and adept at connecting the academic mission with students' out-of-class experiences.

3. Promote and reward collaboration -- across functional lines and between the campus and community

- a. *Tighten the philosophical and operational linkages between academic and student affairs*
 - Peer tutoring and mentoring
 - First year seminars
 - Learning communities
- b. *Harness available expertise*
- c. *Make governance a shared responsibility*
- d. *Form partnerships with the local community*

4. Put money where it will make a difference in student engagement

- a. *Align reward system with institutional mission, values, and priorities*
- b. *Invest in activities that contribute to student success*
- c. *Invest in staff members who are doing the right things*
- d. *Invest in physical plant improvements that facilitate learning*
- e. *Sunset redundant and ineffective programs; feed those that are demonstrably effective*

5. Reculture for student success

- a. *Cultivate an ethic of positive restlessness*
- b. *Steer the organization toward continuous improvement*
- c. *Use data to inform decision-making and actions*

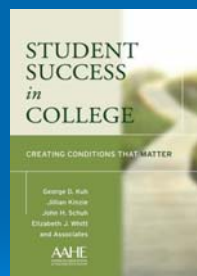
Using DEEP Findings

- ☒ How well do our programs work and how do we know?
- ☒ How many students do our efforts reach in meaningful ways and how do we know?
- ☒ To what degree are our programs and practices complementary & synergistic?
- ☒ What are we doing that is *not* represented among the DEEP practices? Should we continue to do it?
- ☒ What are we *not doing* that we should?

Assessing Conditions for Student Success: An Inventory to Enhance Educational Effectiveness

Kuh, Kinzie, Schuh, & Whitt, forthcoming

Jossey-Bass



Questions & Discussion

